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ON TEACHING LEGAL TRANSLATION IN THE PROCESS OF LAW ENFORCEMENT PROFESSIONAL EDUCATION

The article deals with methods and forms of organization of teaching legal translation in the context of training at colleges of the Ministry of Internal Affairs. Peculiarities of legal language and components of legal translation competence are analyzed. Particular attention is paid to the use of information technologies and forming the computer translation editing skills.

The role of translation as a means of building important cross-cultural competencies is especially relevant in the period of modern globalization, which is reflected both in numerous studies on the topic and in government documents defining the education strategy at the current period of time. In accordance with the requirements of the federal component of the State Educational Standard for Higher Professional Education, a graduate must possess the ability to business and professional communication in one of the foreign languages. The current tendency in the field of legal education to internationalize law declares the necessity to train specialists who are relatively fluent in foreign language within the sphere of their professional activity, and that will allow them to get knowledgeable in the culture of legal regulation of foreign countries and successfully form new professional thinking. As a result, the discipline «Foreign Language», through which the task of increasing the professional competence of students is realized, continues to be an important component of the general education cycle of knowledge. Although translation in this case can be represented as one of the latent forms of speech activity integrated into the process of reading, it is impossible to imagine the organization of teaching a foreign language without finding and selecting the most optimal methods for teaching translation of a foreign language text.

The ability to translate a foreign language text is considered to be one of the tasks of teaching a foreign language, since the translation itself acts not only as a goal, but also as a means of verifying the level of proficiency in a foreign language at different stages of learning. The practice of translation, in turn, makes it possible

for students to improve language culture both in the fields of foreign and native languages. The acquisition of translation skills and their consolidation is facilitated by a conscious attitude towards the translation process, which traditionally refers to the comparison of the expressive means of English and Russian languages and the analysis of translation techniques. An analytical approach to the translation process is also important, because it contributes to understanding the specific features of the English language [1].

The teaching of the English-language legal text translation is put into effect on the basis of the language of law with all its terminological and stylistic peculiarities. At the same time, given that each state has not only a specific legal organization but also its own legal norms, the translation of the legal text actually means familiarization with the legal system of the country of the language studied. Therefore, as an object of translation, preference is given to authentic texts of a general legal thematic orientation, which perform a cognitive function and contribute to both the formation of foreign-language competencies and the acquisition of additional professional knowledge in the field of law. The translation of legal texts is considered not only as a transition from a native language to a foreign language, but also as a transition from one legal system that is presented in the mind of a legal translator like a conceptual picture of the legal reality of his country to another world of law [2].

While building a strategy for teaching English-language text translation, English teachers at non-language educational institutions often prefer the grammatical translation method. This method enables students concurrently to understand grammatical rules and, if the textbook contains relevant exercises, to remember a certain amount of keywords they find in the content of the translated text. In order to attract such elements as listening and speaking into the educational activity, the grammatical translation method is traditionally used in combination with the communicative method, which allows to integrate acquired knowledge into the speech activity of trainees through communication in the form of discussions and debates.

In the process of translating the English legal text, students have some difficulties in understanding the language of law. Modern English professionally-oriented legal vocabulary is specific, at least due to the fact that 40% of it consists of highly specialized terminology, the nature of which is more conservative in comparison with the terminology systems of other fields of knowledge. Along with the usual difficulties associated with the use of widespread words in an unusual meaning, a large spectrum of borrowed words (of Latin, French origin, etc.), and unconventionally long sentences, the language of law abounds in formal lexical constructions, synonyms and chains of synonyms for a versatile description of the event, and inaccurate or not quite accurate words to provide an opportunity to interpret the situation.

All this creates additional difficulties that prevent adequate and correct translation of the text, especially considering that students both of the first and second year of studying and the teacher himself are not specialists in the field of law. To solve this problem and to master the peculiarities of the specialty language, it seems advisable to combine the grammatical translation method with the comparative translation method. The usage of this method based on comparing the English legal text with its translation in the educational process, allows you to compare stable lexical constructions of two languages, correctly understand the peculiarities of a special text, as well as remember and subsequently use the acquired knowledge in the process of independent translation of the text.

Considering the process of translation as a creative thinking activity, the performance of which requires a whole range of knowledge, skills from the translator, the ability to make the right choice, and taking into account the totality of linguistic and extralinguistic factors [3], it is advisable to determine the level of training of the student at the stage of his first entry into the role of translator of a foreign text. Teaching a foreign language in the first and second years of study at the educational institution considerably reduces the ability of textbook authors to select professionally significant text material because of the insufficient amount of linguistic and extralinguistic knowledge, and the complete lack of professional experience among students who were high school graduates not long ago.

The next factor determining the tasks of English teachers and, at the same time, authors of textbooks is the lack of classroom time. The latter updates the requirement to minimize and optimize educational material and leads to the need to model authentic text. At the same time, the priority direction in the organization of teaching a foreign language remains its communicative component, which is reflected in the proportional correlation of translation tasks and interactive forms of educational activities.

The factor of a large number of academic subjects in the curriculum of the educational process of the first and second years of study at a legal educational institution, as well as the formal approach to the issue of granting time for independent work for the «Foreign Language» discipline in accordance with the training program of the academic subject, activates the efforts of trainees in finding available means to translate the legal text in an accelerated time mode. The modern educational environment is characterized by extensive penetration of computer technologies, including easily accessible computer translation tools, represented by a variety of special programs. Nevertheless, practice shows that trainees in most cases prefer the use of modern technologies in preparing for the translation of text, but, without the necessary skills in editing computer translation, cannot present a satisfactory result of their translation activities.

Taking into account the tendency to computerize the educational process at various levels, it is necessary to build substantive and strategic approaches to the organization of teaching a foreign language with the regard of the existence of a computer environment as the next (after general, professional and foreign language components) cognitive and procedural component of education and to focus on this when creating new professional-oriented foreign language textbooks. While selecting the computer resources that can be used in working with the textbook, it seems advisable to pay attention, among other things, to their availability. For example, Prompt and Translate programs, Lingvo dictionary can be involved in the educational process by means of a mobile phone.

However, the content of a text translated using a computer program that does not cope with the peculiarities of lexical polysemy and terminological specificity is often impossible to understand. As a result, a user who does not have computer translation editing skills faces another difficult task. Training in computer translation editing at the Far Eastern Law Institute of the Ministry of Internal Affairs of Russia, along with training in text translation, begins during the first year of studying a foreign language, but most of the tasks for computer translation editing fall on the second year. The main goals of editing are to search for and correct semantic distortions and inaccuracies, bring into line the grammatical phenomena of the original text and translation and improve the style of the text.

The basic textbook «Practical English Course», intended for the second-year cadets, contains a series of tasks involving the use of computer technologies in the field of translation. The cadets are invited to edit the computer translation of phrases and sentences taking into account the grammatical and stylistic peculiarities of the Russian language, translate sentences into English twice-independently, using a traditional dictionary, and using a computer translation system, and then compare the translations received. A similar textbook for the first-year cadets contains tasks assuming the use of the LINGVO dictionary, for example, searching for single-root words and making sentences with these words included. The latter not only gives an idea of the structure of the word, but also draws the attention of trainees to the use of a new computer resource. Tasks of this kind are characterized by a certain novelty, are valuable for law enforcement specialists who will be able successfully to use computer programs to determine the professional significance of English-language text material in their future activity if necessity arises.

Therefore, the correct organization of training in computer translation editing contributes to the realization of the main goals of training, it does not distract from solving the current educational tasks defined by the training program of the educational discipline, and also contributes to the high-quality training of a specialist who is able to act independently and effectively in their professional field.

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К вопросу об обучении будущих сотрудников правоохранительных органов переводу юридического текста в процессе профессиональной подготовки

Роль перевода как средства формирования важных межкультурных компетенций актуализируется в период глобализации, а тенденция интернационализации права декларирует необходимость подготовки специалистов, относительно свободно владеющих иностранным языком в рамках своей профессиональной деятельности, что позволит им ориентироваться в культуре правового регулирования зарубежных стран и успешно формировать новое профессиональное мышление.

Умение переводить иноязычный текст рассматривается как одна из задач обучения иностранному языку, поскольку непосредственно сам перевод выступает не только как цель, но и как средство проверки уровня владения иностранным языком на разных этапах обучения. В качестве объекта перевода предпочтение отдается аутентичным текстам общеюридической тематической направленности, выполняющим познавательную функцию и способствующим как формированию иноязычных компетенций, так и приобретению дополнительных профессиональных знаний в сфере правоведения.

При выстраивании стратегии обучения письменному переводу англоязычного текста предпочтение зачастую отдается методу грамматического перевода в сочетании его с коммуникативным методом и методом сравнительного перевода. Это позволяет интегрировать приобретенные знания в речевую активность обучаемых посредством общения (обсуждения или дискуссии) и использовать приобретенные знания в процессе самостоятельного выполнения перевода текста.

Принимая во внимание тенденцию к компьютеризации учебного процесса на самых разных уровнях, необходимо выстраивать содержательно-стратегические подходы к организации преподавания иностранного языка с учетом существования компьютерной среды как познавательно-процессуального компонента образования и ориентироваться на это при создании новых профессионально ориентированных пособий по иностранному языку.

Базовые учебные пособия «Практический курс английского языка», предназначенные для курсантов первого и второго курсов ДВЮИ МВД России, содержат циклы заданий, предусматривающих использование компьютерных технологий в сфере перевода. Авторы подчеркивают, что основной целью заданий определялось развитие у обучаемых навыков редактирования компьютерного перевода, а именно поиска и исправления смысловых искажений и неточностей, приведения в соответствие грамматических явлений текста оригинала и перевода и улучшения стиля текста.

Авторы убеждены, что задания такого рода не только характеризуются определенной новизной, но и практически ценны для специалистов в области правоохранительной деятельности, которые и в дальнейшем смогут успешно прибегать к помощи компьютерных программ для определения профессиональной значимости англоязычного текстового материала.

Делается вывод о том, что правильная организация обучения редактированию компьютерного перевода способствует реализации основных целей обучения, не отвлекает от решения текущих учебных задач, определенных рабочей программой учебной дисциплины, а также способствует качественной подготовке специалиста, способного самостоятельно и эффективно реализоваться в своей профессиональной сфере.